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ABSTRACT

Designed to supplement Indiana's curriculum guidelines for social studies instruction of gifted students, the manual provides introductory information on gifted and talented students and presents activity suggestions for Grades K through 3, 4 through 6, 7 through 8, and 9 through 12. At each grade level, the themes, topics, attitudes, and skills suggested in the accompanying document are briefly reviewed. Then activities designed to develop the cognitive and emotional capabilities are described. Activity entries include information on time duration, materials, and activity sequences. A brief narrative addresses the value of the activities for gifted students. Sources of creative social studies material are noted. (CL)

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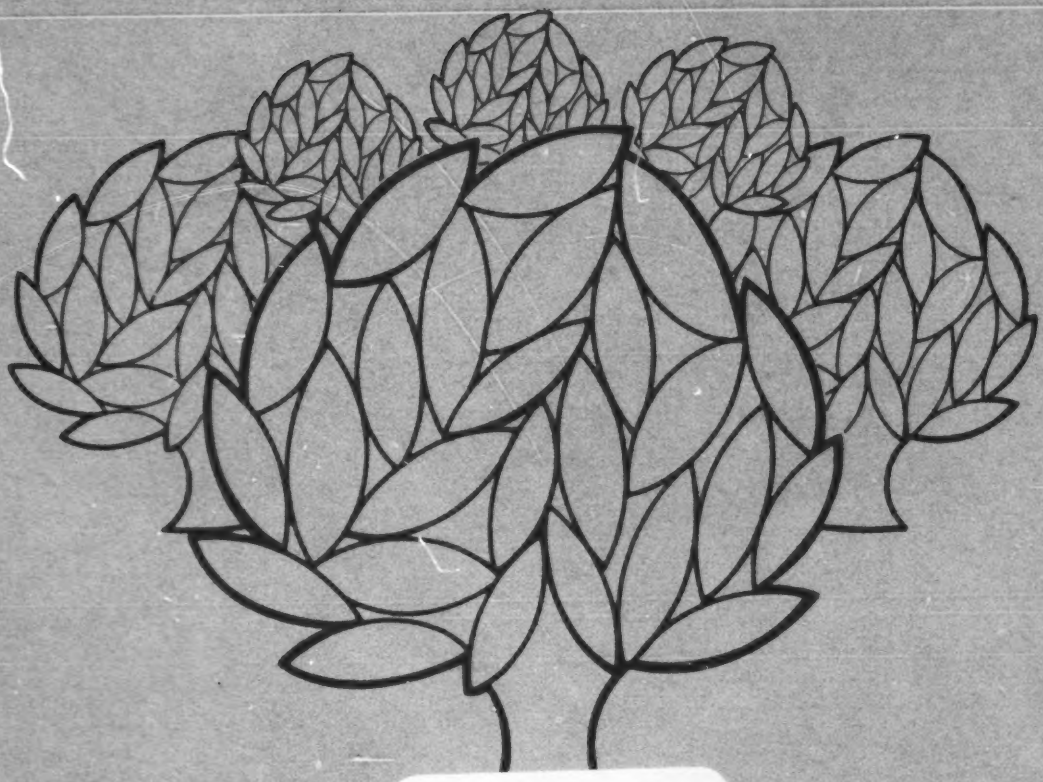

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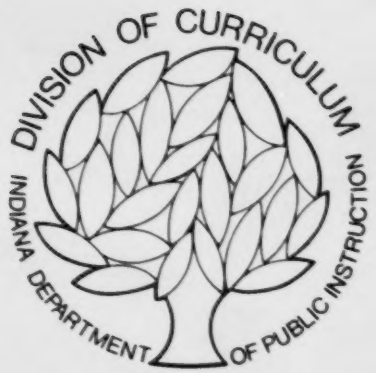
Teaching Social Studies to the Gifted and Talented



Harold H. Negley, Superintendent
October 1981

FOREWORD

The Indiana Teaching Social Studies to Gifted and Talented Students guide is the result of a cooperative effort between the Indiana Department of Public Instruction and Purdue University, Lafayette.

This document was initiated by State Superintendent Harold H. Negley in response to Indiana's concern for meeting the needs of all children enrolled in the public schools of the state. This concern extends to those students whose talents enable them to pursue subjects in greater breadth and depth than is usual for most children of similar age or grade grouping. These children require such differentiation in order to develop to their fullest potential.

This guide is intended to provide classroom teachers guidance in modifying the regular social studies curriculum to create a more challenging program for their gifted and talented students. The guide contains suggested approaches and specific activities. It is hoped that the guide will serve more as an impetus for the teacher and gifted students to exercise their own unique creativity in approaching the area of social studies, rather than as a textbook or manual of instruction.

ACKNOWLEDGMENTS

The development of this guide was funded under the Elementary Secondary Education Act, Title V.

The project was initiated under the authority of Harold H. Negley, Superintendent, Indiana Department of Public Instruction, and coordinated by the Division of Curriculum, John A. Harrold, Director, and Arlene L. Munger, State Consultant for Gifted Education.

This section of guidelines was written by James L. Barth and S. Samuel Shermis, associate professors of Purdue University.

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INTRODUCTION

Teaching Social Studies to the Gifted and Talented is designed to be used as a supplement to Social Studies, A Guide for Curriculum Development, the Curriculum Guidelines of the State of Indiana. Readers of this work and the Curriculum Guidelines should identify one extremely important assumption: the Guidelines are constructed to form a unified curriculum sequence which begins with kindergarten and ends with 12th grade. Although a K-12 curriculum has been talked about, it has not always been a reality.

In fact, social studies throughout its history in the 20th Century has been a collection of fragmented bits and pieces of subjects, themes, skills, objectives and concepts, with no discernible connection. Social Studies, A Guide for Curriculum Development was constructed so that any kindergarten or primary teacher can visualize what social studies is supposed to look like at the 12th grade; and, conversely, any senior high school social studies teacher can get a glimpse of the background and orientation of his or her students since the earliest grades.

In addition to creating total, unified guidelines, the Department of Public Instruction wishes to add another important dimension. This dimension is designed to assist classroom teachers by suggesting curriculum strategies that can be used with children who are often as puzzling and disturbing as they are exciting and promising: the intelligent, gifted and talented.

This work is not designed as a self-contained and independent text; it is meant to be used in conjunction with the Guidelines. It does not pretend to be definitive or even complete. It is impossible, with the page limitations, to do much more than provide a series of suggestions, alternatives and possibilities that will illustrate the sorts of things that can be done with gifted children. But--given lack of information and awareness of many highly intelligent students--even this little bit is a welcome beginning.

WHAT IS THE PROBLEM OF GIFTEDNESS IN OUR SOCIETY?

On the next page is a reproduction of a widely used academic skills survey published by Science Research Associates, but there have been tests similar to this one administered to American children for many decades. The student profile presented shows a composite score of 97 which means that the student's performance falls at the 97th percentile--or that out of every 100 students who took this test, this child scored higher than 96 other students at the same grade level. The subscores are equally high, ranging from the 99th percentile in reading to the 94th in mathematics. Each of the various skills is broken down into subskills, reported in the bottom half of the test, and in each of these the student's scores are quite high, falling conspicuously only in "External and Special Punctuation" and "Decimals and Percents."

The giftedness reported here (intellectual/academic) is only one kind of special ability, the kind that has been examined very closely for more than fifty years. When in the early 1920's Lewis B. Terman, an American psychologist, first identified giftedness, educators, parents, teachers, administrators and others began to learn a good deal about the subject. What was learned has brought to light a strange paradox. On the one hand, it is realized that intellectual giftedness, superior strength, physical beauty, musical talent and great artistic ability are incomparably important advantages. On the other hand, it is now becoming clear that we reward some kinds of giftedness but not others. The athletically-talented child is identified early and often given superior training, motivation and rewards. But other kinds of giftedness are not so esteemed. Within the last decade, it has become apparent to many that it is important--both to the society as a whole and to the development of the individual--that our society must be mobilized to identify, encourage and foster a much wider range of giftedness.

SRA ASSESSMENT SURVEY[2]
ACHIEVEMENT SERIES
MULTILEVEL EDITION

7 1 GRADE SEM | 01-25-78 DATE TESTED | ACH TESTS | GR LEVEL F FORM | 4 166

SKILLS PROFILE: INDIVIDUAL

NC NAME TEACHER | NAT L STANINE SPECIAL PERCENTILE | 15207-001 34081 S.R.A. REF. NO

SUBJECT AREA	GE	GROWTH SCALE	SPEC	NAT PCTLE
COMPOSITE (3R Core)			9	97
READING			9	99
LANGUAGE ARTS			8	93
MATHEMATICS			8	94
SOCIAL STUDIES			9	99
SCIENCE			9	99
USE OF SOURCES			8	95

NATIONAL PERCENTILE BANDS: 1 2 5 10 20 30 40 50 60 70 80 90 95 98 99

STANINE BANDS: 1 2 3 4 5 6 7 8 9

NATIONAL PERCENTILE BANDS

Directly to the left is a graphic picture of how well the student did on all of the tests he or she has taken. Each row of marks (XXXXX) is called a NATIONAL PERCENTILE BAND. The band shows the range of national percentiles a student would be likely to get if he or she took a particular test many times instead of just once. The actual national percentile, printed under NAT PCTLE, is positioned at about the center of the band. This percentile ranks the student's score on the basis of scores obtained from a national sample of students in the same grade. A national percentile of 40 means that the score on a particular test was higher than scores obtained by 40 percent of the students in the same grade nationally. You can compare bands to see if a student did better in one subject than in others. Look at any two bands. If the ends overlap XXXXX / XXXXX, you cannot be sure that there is a true difference in the two subjects. But if they do not overlap XXXXX / XXXXX, then it is likely that the student did better in one subject than in the other. The teacher will use this information to evaluate general academic progress.

SPECIFIC SKILL AREAS	DECILE PROFILE 1 2 3 4 5 6 7 8 9 10
READING: COMPREHENSION	
Restate Material	
Sequence & Summarize	
Draw Inferences	
Apply to New Situations	
Logical Relationships	
READING: VOCABULARY	
Phrase Context	
Story Context	

SPECIFIC SKILL AREAS	DECILE PROFILE 1 2 3 4 5 6 7 8 9 10
LANGUAGE ARTS: USAGE	
Capitalization	
Internal Punctuation	
External & Special Punct.	
Nouns, Verbs, & Pronouns	
Modifiers & Connectors	
Linguistic Anal. & Diction	
LANGUAGE ARTS: SPELLING	

SPECIFIC SKILL AREAS	DECILE PROFILE 1 2 3 4 5 6 7 8 9 10
MATHEMATICS: CONCEPTS	
Numeration	
Operations	
Problem Solving	
Geometry	
Measurement	
MATHEMATICS: COMPUTATION	
Whole Numbers: (+ −)	
(× ÷)	
Fractions: (+ −)	
(× ÷)	
Decimals & Percents	

SPECIFIC SKILL AREAS	DECILE PROFILE 1 2 3 4 5 6 7 8 9 10
SOCIAL STUDIES	
Sociology: Anthropology	
Geography	
History	
Political Science	
Pictures & Graphs	
Maps	
Reading	

SPECIFIC SKILL AREAS	DECILE PROFILE 1 2 3 4 5 6 7 8 9 10
SCIENCE	
Living Things	
Matter & Energy	
Earth & Space	
Experimentation	
Charts & Tables	
Reading	

SPECIFIC SKILL AREAS	DECILE PROFILE 1 2 3 4 5 6 7 8 9 10
USE OF SOURCES	
Dictionary	
Table of Contents	
Index	
References	
Catalog Cards	
Maps, Charts, & Graphs	

DECILE PROFILE

Certain questions from the Achievement Series have been grouped together to show specific skill areas within each subject area. The names of these skill areas are listed for each subject, and a picture of how well the student did appears beside them. This picture is called a DECILE PROFILE. A long row of marks, perhaps 7 to 10 of them, suggests that the performance is high when compared with those of other students in the same grade nationally. A short row of marks, especially one that does not extend beyond the shaded area, suggests that his performance was lower than those of most other students. The teacher will use the DECILE PROFILE to plan further evaluation and study for each student. If the test scores confirm certain weaknesses, specially directed instruction is likely to be given. If the scores indicate new or surprising weaknesses, further evaluation will be necessary to see if additional work is needed. The teacher will also use strengths that are apparent in the profile to help in the development of weaker areas and to assist in determining later instruction. Further information about this profile and what it means to the student and his parents can be found on the back of the profile.

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[2]From SRA Achievement Series. Science Research Association, Inc., 1978. Reprinted by permission of the publisher.

For a clue as to why this type of giftedness (intellectual/academic) is sometimes a problem, please examine the test questions on page 6 which were answered by this child and then later given to one of the authors.

What can easily be inferred from these test questions is that all of them are written at the level which has come to be known as "Bloom Level I,"[1] rote memory. What cannot be directly inferred is whether these questions are derived from the same assignments given all other children in that social studies class.

The following questions should be asked about these assignments and the gifted child who worked on them:

First, are such assignments and questions--all pitched at Bloom I, rote memory--likely to be perceived as interesting or absorbing to a gifted child?

Second, are such assignments, which call for little more than recall, likely to be perceived as challenging, as engaging all or most of a gifted child's resources?

Third, do memory questions provide a basis for growth commensurate with this child's talents?

Finally, is it likely that concentrating on Bloom Level I memorization assignments leads to any kind of fulfillment? That is, as a consequence of having worked on such questions, will this child develop his/her very considerable intellectual capabilities?

The answer to all of these questions is: probably not. These questions and most assignments dealing with information at this level are likely not to be seen as interesting or challenging, and they are unlikely to stimulate mental growth. In fact, what can be observed about such children is that they finish such assignments quickly, usually making high grades. They may then spend the rest of their study time reading. The reading materials may range from popular fiction, such as John MacDonald's The Executioners, to traditional classics like Mark Twain's Tom Sawyer, to Aleksander Solzhenitsyn's Cancer Ward. They often do not talk about their social studies assignments and may even appear to regard them as an academic obstruction, the kind which one should climb over as rapidly as possible.

[1]David Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives. The Classification of Educational Goals, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956).

SAMPLE OF TEST QUESTIONS

_____1. China is the largest country in the Asian culture region.

_____2. The Chinese built a great wall about 1500 miles long along their northern border known as the Great Wall of Japan.

_____3. A big disadvantage that China has for industrialization is lack of money.

4. East Asia includes the nations of _____, _____ _____, _____, _____ and Korea.

5. Manchuria is the most industrialized area of China because it was controlled by _____ for some 40 years.

_____6. The dividing line between Soviet Europe and Soviet Asia is the A. Ural Mountains B. Volga River C. Trans-Siberia Railroad D. Dnieper River

_____7. Three countries that are satellites of the Soviet Union are A. Poland, Czechoslovakia and Hungary B. Hungary, Denmark and Belguim C. Luxembourg, Bulgaria and Austria D. Latvia, Turkey and Finland

_____8. A Communist farm that is run very much like a government owned factory with the workers paid directly by the government is a: A. collective farm B. state farm

_____9. The capital of the Soviet Union is: A. Lenigrad B. Irkutsk C. Moscow D. Kiev

(Write the letter of the unrelated word in the blank and underline your answer.)

_____10. A. Karl Marx B. Joseph Stalin C. Winston Churchill D. Lenin

_____11. A. Poland B. Austria C. Hungary D. Yugoslavia

_____12. A. Have freedom of speech B. Communism C. have freedom of the press D. have freedom of Assembly

13. Give the average annual precipitations found in the following countries:

Poland _____ Yugoslavia _____

Bulgaria _____ Union of Soviet Socialist Republics _____

Hungary _____

14. Give the natural vegetation found in the following countries:

Romania _____

Czechoslovakia _____

German Dem. Rep._____

One could argue that what has been described, while accurate, is not inevitable. With training and understanding, it is possible to revitalize classrooms so that they can become places of joy and growth for gifted children. With imagination and an effort to broaden the intellectual range of classrooms, teachers can nuture the gifted without slighting average or slow-learning children.

Teachers of social studies should provide assignments which challenge gifted children and require the use of higher intellectual abilities, thereby helping students reach their potential. However, teachers often define their task in such a way that wasted potential must inevitably result. That is, some teachers believe that by paying attention to children on both ends of the curve--slow learners and the gifted--they will necessarily miss the broad middle range of student abilities. This does not have to be the case. With new definitions, understanding and skills, teachers can deal effectively with a much broader range of human abilities than they may suppose.

WHO ARE THE GIFTED AND TALENTED?

Introduction

Until now convention has been followed by employing the terms "gifted," "highly intelligent," "creative" and "talented" as synonyms. While an extensive discussion of these terms is out of place here, a definition of the critical concepts is needed.

The Indiana Department of Public Instruction (DPI) has provided the following official set of terms. The definition in use is: The term "gifted and talented children" means children and, where applicable, youth, who are identified at the pre-school, elementary or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic, leadership, or in the performing and visual arts, and who, by reason thereof, require services or activities not ordinarily provided by the school.

The DPI has attempted to identify different kinds of giftedness. Here are five categories used by the Division of Curriculum:

The academically gifted frequently demonstrate specific academic aptitudes, i.e., they do very well in one or more areas such as science, mathematics, or literature.

The intellectually gifted display a high level of generalized intellectual ability and frequently demonstrate outstanding performance in a diverse range of subject areas, i.e., they do very well in most areas of the school curriculum.

The creatively gifted are capable of behavior and products which are unusual or original. Much of the time their products are divergent, that is, they depart from the usual or customary.

The kinesthetically gifted possess psychomotor talents or skills in the visual or performing arts. That is, they do very well in painting, sculpture, dancing, the theatre arts, etc.

The psycho-socially gifted demonstrate clear evidence of leadership and qualitatively advanced ethical and moral development.

A word of caution: until now it has been difficult for even trained persons to identify the gifts of what is called mainstream children--white, middle class, already well motivated boys and girls. Identifying the talents of those who do not fit into this category is another story. For a variety of reasons, intellectually gifted Blacks, Mexican-Americans, Indians, economically disadvantaged and those with leadership and creative abilities have not proven to be quite as easy to identify. But again, the picture is changing. With better diagnostic tools, greater awareness of the diversity of giftedness and more understanding of the role played by culture in the development of the individual, it is increasingly easier to identify the gifted outside the mainstream of society.

Giftedness, Intelligence and Intellectual Ability

In addition to the definition and explanations of giftedness we must also identify other critical terms--intellect, intelligence and giftedness. The term "gifted" has an ancient past and has been associated with divine intervention. If one had a "gift," the assumption was that the gift was "granted" and that the "grantor" was a diety. Faced with amazingly precocious, talented children--a Mozart who began performing and composing at the age of five, or an Evariste Galois who made an important contribution to higher mathematics while still in his teens--people stood in awe and assumed that the child was given a "gift" from a divine being. In current usage, however, the term has less of a religious connotation. When speaking of gifted musicians, painters, dancers, athletes and leaders, it is meant a person who can perform some important task extremely well, better than nearly anyone else.

The terms "intelligent" and "intellectual" also cause some confusion. "Intelligence" as used by psychologists refers to learning. A highly intelligent person is one who can learn a great deal very rapidly. Such a person can learn mathematics, engineering, music, history, a new computer language or the names of two dozen new acquaintances with ease and efficiency.

Those who are described as "intellectuals" tend to express wide-ranging interests in art, literature, music, language, politics, history, architecture, anthropology and science. But their concerns for these fields are not specifically "practical;" that is, they are not interested in learning for the express purpose of solving an immediately confronting problem. Rather, they are interested in French Impressionist painters, Russian novels or bone disease among the Aztecs simply because these subjects are inherently attractive, interesting or absorbing.

There is some evidence that Americans reward and honor intelligent persons who have a highly developed ability to solve practical problems and to achieve in conventionally useful ways. There is also evidence that intellectuals are distrusted and

frequently scorned. It is not clear to many why anyone would want to read, watch ballet, listen to Bach or study something for its own sake. Hopefully, in the future the unique contributions of intellectuals will find an appropriate appreciation. When this happens, teachers and parents will have a less stressful and more enjoyable time dealing with children who, because of unusual intelligence or intellectual gifts, are often seen as puzzling and even scary.

Characteristics of the Gifted

Having made these distinctions--for purposes of this discussion--attention will be given to specific traits, abilities and characteristics of the gifted.

General Intellectual Ability

In general and with the usual precautions about exceptions, highly intelligent children possess a kind of generalized mental ability that manifests itself in an aptitude for problem-solving. Parents of gifted youngsters report that very early their gifted preschooler becomes absorbed in solving puzzles, riddles and mysteries. He/she begins reading--often before kindergarten--and persists in a book to the very end, because it is important to know how the story is resolved. With a rapidly growing supply of information and a consuming interest in all things, a gifted child is interested in solving problems at different levels of abstraction. That is, not only is a gifted child likely to converge on relatively simple questions such as: How do you spell "pithecanthropus"? What is the diet of dragonflies? And when did Charlemagne live? He/she usually begins to express interest in open-ended, often insolvable problems. Thus, long after the average child has put aside such questions as--Where did the universe come from? Why is there so much injustice in the world?--gifted children continue to ask these questions.

Specific Academic Aptitude

However, in some cases a particular intellectual gift may be limited and quite narrow. A child may be average or even well below average in most school subjects or skills but possess a talent of high order in, say, music, mathematics or technology. One author knows of an adolescent boy who was functionally illiterate but was nevertheless able to disassemble a modern automobile transmission, diagnose the problem and repair it. Another child, with a measured I.Q. of 70, was able to reproduce music with one hearing on the piano. These are extreme cases, however, and the generalization is that bright children are bright in most respects.

Creative or Productive Thinking

Although the relationship between creativity and intellectual giftedness is by no means clear, perhaps because psychologists tend to use different measuring instruments, there does appear to be a relationship. Since 1950, when Guilford presented his now famous address before the American Psychological Association, creativity and creative persons have been studied intensively. What exemplifies "creativity" or "creative behavior" is the production of truly novel, different, unique, and unexpected works. There is obviously a semantic problem here, for how "novel" or "different" must a work be before it is judged novel and different? And it is also often the case that enormously creative persons are not recognized until after their death. However, it is possible to identify language, poems, experiments, analyses, musical compositions, arguments and the like which are neither conventional nor customary. The very young child who spins a fully developed story out of his imagination, complete with exotic characters, strange locations and eccentric names is one case in point. So is the child who scorns blue skies, white clouds and green grass and prefers to paint multicolored skies and purple cows. Mendelssohn, although recognized as a musical prodigy, astounded everyone by writing a complete symphony at the age of seventeen. The poem "Thanatopsis," by William Cullen Bryant, which used to be in all American literature anthologies, is a haunting evocation of death and was also written by an adolescent of seventeen. An examination of novelists and poets will, in general, reveal a similar pattern: the young person preferred to read, write poetry or "play around" with words and ideas, often at a very early age. Needless to say, normal adults and children are often baffled by such strange doings, and sometimes the highly creative child finds his companions' reactions strange or hostile.

Leadership Ability

The older notion that a gifted child must necessarily be a homely, eccentric loner should have evaporated when Lewis Terman began his pioneer work in the study of intelligence a half century ago. However, the stereotype persists despite the fact that research evidence shows just the opposite. Not only is it the case that highly intelligent young people tend to be slightly larger and better coordinated physically than the average, but there is also some evidence that they demonstrate leadership ability. The combination of superior physical endowment, imagination and persuasiveness somehow leads many able youngsters to become school officers, club presidents or the like. Such activities seem to provide an opportunity for talented young persons to learn leadership skills which serve as a means of influencing others. A study of the biographies of political, industrial and business leaders reveals with some consistency that such children become active leaders and that even preschoolers succeed in influencing those around them. Fortunately for society such children also tend to develop a higher degree of moral and ethical behavior when they could just as easily use their leadership skills for selfish or anti-social ends.

The Kinesthetically Gifted

"Kinesthetics" is a term meaning "motion" or "movement." The "kinesthetically gifted" are, therefore, those who have a heightened ability in those activities which call for movement--the performing arts, the plastic arts, or athletics.

Those with ability in the visual or performing arts tend to provide early evidence of aptitude for rhythm, dancing or other coordinated movements. They are typified by those who start in gymnastics as a five- or six-year-old, and eventually are selected for an Olympics gymnastics team. The same child whose SRA scores are reproduced in the beginning of this manual enrolled in a summer course in gymnastics and trampoline, and within a few weeks was competing with children two years older.

The same generalizations are appropriate for the musically or artistically gifted. Those with musical or artistic gifts usually signal their talents early by being able to clap in rhythm, reproduce tune by voice, teach themselves to play instruments or--as in the case of Mozart and a few others--teach themselves musical notation and begin to compose. Those with artistic talent often naturally gravitate toward crayons, pastel chalks, paints, and the like and soon begin to experiment and invent. Their early productions are often noteworthy for dramatic uses of color or other signs of striking individuality. Often the artistically gifted provide other evidence of their talents by collecting works of art, reproductions, records, and books, and by nagging their parents for visits to art museums.

Teachers often report that even first and second grade children who are kinesthetically gifted move with more grace than normal children. They soon move out of the awkward and jerky stage and begin to make movements that are precise and poised. One author knows of a child who began the study of karate at the age of eleven. Although only about half the size of the other students, he soon mastered the complex and difficult movements and began to pass the test. Within two months he had made it to "yellow," a notch above beginner's grade. One can say much the same about those who become competitive or professional athletes. They provide early indications of kinesthetic talent by excelling in school football, baseball or basketball teams. They are also the ones who are able to learn athletic skills rapidly--often with incredible rapidity. Babe Didrikson Zaharias was able to break par within a few days of picking up her first golf club.

Although there are exceptions to every generalization about the gifted, creative, and talented there are, nevertheless, certain statements which most researchers agree are generally true. For instance, gifted children seem to possess a generalized intellectual ability, although many are rather specifically endowed, that is, have talents in only one or two areas. Often their language, ideas or tangible productions are characterized by being creative, different, unique, or unusual. They often

demonstrate leadership ability and, despite the ancient stereotype, are often larger and better physically endowed than the average. Those who are kinesthetically gifted can perform psychomotor activities with grace and fluidity and are likely to do well in the performing arts and athletics.

This section on characteristics of the gifted is concluded by briefly enumerating some behaviors which, while not inevitable, usually signal the presence of giftedness or considerable talent.

Complexity

Intellectually gifted children are attracted to complex problems. They are able to conceptualize a complicated situation, see the distinction between two nearly identical things, suggest a wide range of hypotheses, and explain logical processes. The musically gifted child for example, soon tires of nursery rhymes and becomes interested in the more complex musical compositions.

Wide-ranging Interests

One of the most dependable signs of giftedness is the child's early and insatiable curiosity about everything. Parents of gifted children frequently have their patience taxed for they tire of answering one question after another, literally hour after hour. The gifted child's alertness and curiosity are often manifested at the toddler stage. These are likely to develop into reading, collecting, watching, and seeking behaviors.

Fund of Information

Because of the gifted child's alertness and continuing curiosity, such children soon develop an extraordinarily large fund of information--the result of constant observing, reading, talking, and analyzing. This is why the daily conversations of very gifted children have an almost unearthly quality about them; while their information and understanding are likely to be skewed and distorted, the very fact that an eight-year-old knows anything at all about animals of the Mesozoic period or the characteristics of a Da Vinci portrait is likely to unsettle adults.

Risk-taking

Many gifted children manifest an urge to take risks. To them, the conventional, ordinary or customary approach is dull. Risk-taking can be seen in the unexpected question, "How come, if Columbus found Indians in the New World, we don't say that the Indians discovered America?" It is evident in their willingness to learn a new skill, play a new game, see a different part of the world, read a book that is judged "too difficult." The courage to try something new, therefore, is linked with the already discussed creativity and seems often to be an important part of the gifted child's repertoire of behavior.

Conclusion

Whether a particular gifted child will eventually develop one or all of his/her talents is the question. As Avner Ziv, Israeli educational psychologist, asserts through his work, giftedness is a promise, not a fact.[3] A gifted child poses a promise of things to come. Initially, a gifted child is not a fully functioning, fulfilled and developed person. Under the best of circumstances, a gifted child's potentialities and promises will reach fruition. But the best of circumstances does not always happen. Of course, when children fail to reach potential, there are likely to be social factors other than the school involved. Sometimes the peer group deliberately represses signs of intellectual giftedness; sometimes parents fail to recognize abilities; sometimes the gifted child simply does not want to expend the effort. Poverty and the struggle for existence leave children too tired and depleted to care. In some cases a succession of emotional conflicts erodes talent. However, teachers armed with the ability to identify both the different categories of giftedness and the characteristics of the gifted, with appropriate techniques and materials, can broaden the intellectual range of their classrooms and can vitalize their classrooms to be places of joy and growth for gifted and talented children.

[3]Avner Ziv, Counseling The Intellectually Gifted Child (New York: Columbia Teachers College, 1977).

ACTIVITIES

Can the school environment nourish and develop gifted children? Can one analyze the school environment so as to identify exactly what nourishes the gifted? If you answered yes to those, you will be happy to learn that in the last few years authorities have made just such an analysis.

Authorities have agreed that teachers can create a climate of creativity; they can do the sorts of things that help a gifted child to grow. First, a teacher can create an appreciative audience by being appreciative and by encouraging the gifted child's peers to be appreciative. Second, teachers can help gifted children produce a great quantity of unique ideas--something that has long been associated with giftedness. This can be done through an environment which requires the gifted child to improvise, to be ingenious and original. Such activities, for instance, involve composing stories, locating and organizing information, constructing models, and playing new and unique roles. Such activities--those that help the gifted child stretch his or her mind--lie within the abilities and capacities of most teachers functioning in "average" classrooms. These activities fall into what has been called the social studies curriculum.

The official social studies curriculum guidelines of Indiana, Social Studies, A Guide for Curriculum Development, is the source of a carefully organized set of themes, topics, skills, and attitudes into a pattern of courses for teachers of gifted students. To this has been added an enumeration of the characteristics of the gifted, and what is called "characteristics of a nurturing environment." A chart summarizing this information is included in the Appendix, page 95.

The activities recommended are based upon a particular curriculum organization, K-3, 4-6, 7-8 and 9-12. At each grade level the themes, topics, attitudes and skills suggested in the Guidelines are briefly reviewed. Then certain activities which in specific ways develop the cognitive and emotional capabilities of gifted children are listed and described.

I. Kindergarten-Grade 3

In kindergarten and first grade the objectives of social studies are to orient the pupil to the themes of school life and work with emphasis on topics such as identifying himself or herself, family, home, and school; understanding space and time relationships (map skills and chronology); and developing the attitudes of self-reliance, cooperation, and critical thinking. In second and third grade the emphasis is on the neighborhood community and in comparative studies between communities. The theme is interdependence with emphasis on the topics of community helpers, transportation, and communication leading to the identification of basic needs of people. This is the appropriate time to begin the skills of processing and valuing information for the gifted. The following are illustrations of activities that are appropriate for the gifted and consistent with the themes, topics, skills, and attitudes noted above.

GOAL: Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment--past, present, and future.

A. Learning Objective: Learn about some of the workers in the community (careers and roles).
   1. Learning activity: Prop Box

      a. Duration of time: on-going activity

      b. Materials: prop box and various items students contribute

      c. Description: (Hamburger pattie boxes) A prop box is composed of specialized items combined to foster a specific type of play. This combination of ordinary housewares can afford a child hours of enjoyment while providing an educational experience. A prop box contains the kinds of things which prevent play from becoming stale or from stopping altogether. Watch the play. Where is it going? What will keep it going? What does a mechanic need when he/she wants to repair cars or bikes, trains or planes? Tools, parts, wires, flashlight, etc. What does an astronaut need when he/she is about to visit the moon? Proper clothing, instruments, a space panel, food containers, camera, etc. What might a nurse require in order to tend an emergency case? Bandages, medicine bottles, hot water bottle, uniform, etc.

         Boxes of props may be started as children need materials to extend their play (electrical switches, wire and pliers for the electrician; plastic flowers and vases for the florist). The props are appealing because they are real or are made by the players at the art center or carpentry

table. As a consequence they are meaningful because they are made the way a child thinks they should be made.

As open-ended material, prop boxes can be developed for children for use at home or school. At home they may be the joint creations of parent and child or created as a gift for a young child. At school they are developed by children and staff together. They constantly grow and can start to spill over as everyone finds or makes things to add. Since these are really separate boxes for various kinds of role-playing, they can be made easily identifiable to children by attaching appropriate pictures cut from magazines or drawn by children and/or adults.

B. Learning Objective: Identify examples of changes in ourselves and in the world around us. (For example: personal growth, moving, seasonal and weather changes, changes in fashion, physical environment, technology and transportation.)

1. Learning activity: A Big Step

a. Duration of time: on-going

b. Materials: Children are experiencing many changes by being in a public school for the first time. Booklets could be made based on their experiences as individuals or as a class.

c. Description: Invite faculty and staff members to visit and talk with the class. Have the children visit these people in their offices, cafeteria, etc. The pupils then make paintings or some other form of illustration of these people and/or their activities. In addition, they can dictate individual or group experience stories to go with their pictures. Encourage the children to include their feelings and evidences of change in their stories, such as: "I like my new friend, Mr. Smith, the principal," or "I don't eat my snack at home now. I eat snacks from the cafeteria in my classroom." Variation - (1) Place paintings on bulletin board with group experience stories. (2) Have pictures and stories to serve as notes to send to the various staff members. Children could deliver these.

2. Learning activity: We Are Special

a. Duration of time: one session

b. Materials: large manila paper

c. Description: Each child makes a booklet by folding 12" x 18" manila paper in half. Child prints title on first page, "We Are Special." Each page has a sentence. Teacher may ditto these; children may copy them from the board; children may write or dictate their own sentences as (1) This is my family; (2) This is where we live; (3) My family likes_____; (4) Our family has pets. Children illustrate each page of the booklet.

C. Learning Objective: Describe the roles and activities of one's family and compare these with families of other cultures.

1. Learning activity: Who Does What?

a. Duration of time: several sessions

b. Materials: chart, questionnaire (if necessary)

c. Description: Teacher prepares chart to be filled in by students' responses.

Who Does What?

Family Member	Work Done	How It Helps
Older brother	Shovels snow	Easier to walk outside
Mother	Paints walls	Decorates room
Older Sister	Washes dishes	Clean dishes
	Shovels snow	Prevents accidents

Students may be able to fill in chart without checking at home. If they do not have enough ideas, send home a questionnaire for them to use with their families. Include all people living with family--the things they do and how these help. Include the child and what he/she does on a regular basis for the family. As the chart is filled in compare and contrast to see: (1) Do all families have the same jobs? (2) Do the same people in each family do a certain job? (Note: teachers should be sensitive to sex stereotyping.)

D. Learning Objective: Examine different types of communities and develop a definition of community.

1. Learning activity: Neighborhood Walk

a. Duration of time: several days

b. Materials: collection of different-sized boxes, art supplies

c. Description: Take a walking field trip to help establish definition of your own community. Have children look for: (1) types of shelter; (2) types of shops, stores, services; (3) types of recreation (parks, pools, etc.); (4) types of places of worship; (5) types of places of learning (schools, libraries, etc.); (6) people, (7) streets and road-amounts of traffic; (8) land use (How much is vacant? Overcrowded?); (9) evidences of trash and/or other pollution; (10) sounds of birds, machines, etc. From information gathered on the walk, make a "play" community, either table size or larger scale models, to be placed on the floor in a corner area of the room. Depending on the scale, paint and decorate cardboard boxes making a landscape from construction paper, twigs, stones, etc.

2. Learning activity: Ants and Bees

a. Duration of time: several weeks

b. Materials: ant colony and/or beehive or audiovisual aids

c. Description: Study an ant or bee community either by bringing them into the classroom or by using pictures and films. Questions could include: (1) Is there a group? (2) Do they all do the same work? (3) Do they share anything? (4) Do they have similar problems? (5) Do they do any activities together? Etc.

E. Learning Objective: Describe things all communities have in common.

1. Learning activity: Problems Right Here

a. Duration of time: several sessions and/or home assignments

b. Materials: newspaper articles on community problems

c. Description: After using strategy Build A City try to discover and offer solutions to local problems. Examples; (1) How would you redesign or modify your own community? (2) Visit local library--look up any plans for community changes. (3) Our community needs a super highway, sewage treatment plant or new hospital. Where would we locate it? Why or why not? (4) Check newspaper--bring in articles about problems in the community. (5) At home, have children take snapshots of blight areas, smog, etc. or draw illustrations. Share with the total class. Compare these problems to other communities. Are they similar? Different? (6) Invite speakers, such as civic association president, chairmen of retail association, highway department leaders, etc., to give differing views to problems in local community.

How Do These Activities Work For The Gifted?

Effective teaching of the gifted is not a matter of doing different things but of doing things differently. The suggested activities will fit into the regular K-3 social studies curriculum but will add a little something extra for gifted children. What, specifically?

The basic idea in Prop Box--to introduce vocations and to provide symbolic representations of vocations--is an activity which most kindergarten teachers have used for many years. However, what this does is provide a wide variety of ways of using, combining, and recombining ideas. As such, it is ideally suited for the gifted, for it develops what is called "ideational fluency," the capacity to extend ideas easily and rapidly. Note, too, that Big Step is a fairly conventional activity. But, note also that it provides a chance for the very bright to find new patterns, to "cook up" new ways of looking at things, to devise new relationships and to see novel correlations. While "normal" children can handle the assignment in We Are Special, gifted children should be encouraged not only to make up their own sentences, but also to create entire stories. Problems Right Here utilizes the gifted child's capacity to go beyond identifying a community problem. He/she can take advantage of a nurturing environment to invent solutions. These activities are "open-ended" because they provide opportunities for gifted children to devise, create and invent. Finally, throughout all these activities we encourage teachers to make use of the gifted child's unique capacity to synthesize and summarize individual class members' contributions.

II. GRADES 4-6

In the fourth, fifth and sixth grades a common social studies objective centers around the themes of our national heritage and geography. Specifically, these three grades emphasize the history of state, nation and North American continent and such geographical concepts as time and place. In addition to these themes, there are certain topics. The suggested topic of the fourth grade is Indiana History; the fifth grade, American and Canadian history; and sixth grade, Latin American and Western European history. Emphasis in these grades should be on information processing skills--involving, for instance, interpreting research, maps, globes, and time lines. In addition to information processing skills are those associated with the valuing process. Finally the attitudes emphasized in the Indiana Guidelines are critical thinking about our heritage and the development of a positive attitude toward the idea of ecological and geographic oneness of the world.

Given these themes, topics, skills, and attitudes, the following activities seem appropriate for the gifted.

GOAL: Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment--past, present, and future.

A. Learning Objective: List some of the groups that teenagers and adults form in their culture.

1. Learning activity: Kids Belong

a. Duration of time: several sessions

b. Materials: see below

c. Description: Students identify group membership and group behavior. What groups do students belong to?

(1) List on chart groups the students belong to such as: Girl and Boy Scouts, pen pals, swim clubs, baseball teams, gymnastics teams, SCA, church organizations, stamp clubs, 4H, etc.

(2) Make a bulletin board of clubs or groups listing the major goals, qualifications, achievements, and reasons for joining the club.

(3) Students may "invent" their own clubs or groups. Have students make a symbol, establish qualifications for membership, and set up goals for their club. They may make posters advertising reasons why other students should join their group.

2. Learning activity: Grown-ups Belong

a. Duration of time: several days

b. Materials: questionnaire (included)

c. Description: Interview parents/neighbors to find the groups that they belong to using the following interview sheet:

Community Interview Sheet

(1) Name of group or club.
(2) Qualifications for this group.
(3) Why did you join this group?
(4) What are the goals of the group?
(5) Are you an active member of this group?
(6) Are there any special signs or symbols for this group? If so, draw the symbol.

B. Learning Objective: Build a concept model of change by enumerating some changes that occurred in early New England society stressing the roles and contributions of several famous New England leaders.

1. Learning activity: Who Am I?

a. Duration of time: several sessions

b. Materials: none

c. Description: Play a game called "Who Am I?" Procedure #1: (Entire Class) - The children could look up facts about early Americans and write short resumes about incidents in their lives. Examples:

(1) I am a silversmith. I am noted for a famous ride. Who am I? (Paul Revere)

(2) Women were not supposed to question things. I spoke out against Puritan rule. Who am I? (Anne Hutchinson)

C. Learning Objective: Identify some westward routes and describe the role that transportation and communication played in settling the West.

1. Learning activity: Communications Come Alive

   a. Duration of time: a week or more

   b. Materials: none

   c. Description:

      (1) List types of communications.

Example of List

talking	intercom
letters	tape recorder
telephone	radio
Pony Express	smoke signals
telegraph	TV
telstar (satellite)	transatlantic cable

      (2) Have each student make a time line as to when these forms of communication were used.

         (a) Have the students make a list of the chronological order in which they think these forms of communication were developed.

         (b) They would have to look in reference books to find out dates. Some may not be dated (for example, smoke signals). You could assign approximate time periods such as before 1700, 1700-1750, etc.

         (c) After doing the research they could make a comparison of actual time and their hypotheses.

      (3) Have each student choose one form of communication and make a riddle-type statement about it. The others guess what kind of communication is represented. Example: I go over land. No one can see my message. I am very dashing. What am I? (telegraph)

      (4) Students could also do pantomimes of communication systems.

      (5) You are in the advertising business and want everyone to use your form of communication. Write an advertisement for a magazine that might convince others to use your system. Draw a picture to go with it.

(6) Communications with a future: Be an inventor. Design a new form of communication. Draw a picture or make a model of your invention. Give it a name, tell what it is made from, how it works, and what it will cost to operate.

D. Learning Objective: Explain how humans differ from other forms of life considering their ability to adapt, to use language, and to make use of tools.

1. Learning activity: Who Needs Words?

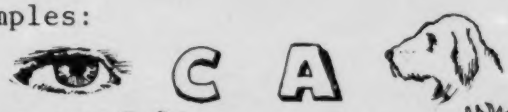
a. Duration of time: one session

b. Materials: none

c. Description:

Children can study forms of writing such as marking areas with stones to identify places, cave writings or drawings, other forms of picture writing, etc. Then, as an activity, the children can compose picture messages and exchange with another student to see if it can be read correctly.

Examples:

(1)  (I see a dog.)

(2) (A garden needs rain and sun.)

E. Learning Objective: Describe forms of social control used in medieval society (church, class structure, etc.) and compare and contrast with means used in American society today.

1. Learning activity: Keep the Faith

a. Duration of time: several sessions

b. Materials: use "Personal Contract"

c. Description: List the fears that dominated life in medieval society. Compare and contrast with fears today.

List the ways fears were overcome in medieval society. Compare and contrast with ways of overcoming fears today.

The dominating factor in medieval life was the interdependency among people. Each person was subject to strict obligations of both a legal and religious nature in exchange for something of value.

If you worked for a lord, you would expect the lord to provide protection and care in exchange for that work. The relationship of the church to the serf was built on future deliverance from a life of hardship through obedience to church and commandments of God. Every citizen, no matter what his status, was bound together with others in obligatory arrangements.

To sense the power of this interlocking relationship, try writing some "personal contracts" between your parents and yourself, your teacher and yourself, society and yourself.

PERSONAL CONTRACT

My responsibilty to _____ _____responsibility

_____ to me.

_____ _____

Time: _____ _____

What benefits are derived from this?

What difficulties exist with such "personal contracts?"

GOAL: Develop an understanding and appreciation of beliefs, values and behavior patterns.

A. Learning Objective: Use a valuing process to examine one's own values.

1. Learning activity: Me, Myself and I

a. Duration of time: several weeks

b. Materials: attached

c. Description: Six strategies for self-inventory: relating interests and abilities to careers.

Strategies:

(1) Students explore the "help wanted" section of the newspaper want-ads. They take stock of

their own skills and abilities and select one of the ads to which they would like to respond. Students then write an ad highlighting their personal abilities in an effort to "sell" themselves to the prospective employer.

(2) Hold a brag session! Many students who are reluctant to verbalize their personal strengths find they can do so in a command brag session. Example: "I'm the greatest _____ because I'm so good at _____ _____."

(3) Students share a special interest or hobby with the class and then brainstorm about careers which would be related.

(4) Each student describes a friend with no reference to his name, physical characteristics or clothing. Interests, abilities and personality should be stressed. These descriptions can be used in a "guess who" situation.

(5) Each student submits a list of his interests. Lists are circulated and each student signs his name under those items which also reflect his interests. Sharing in this way emphasizes common interests and individualities.

(6) This activity should be optional as it publicly proclaims the individuality of a student involved. Provide a display area. Title the area or bulletin board: "This is (Name of Student)." Students might sign up on a rotational basis to use the area and display objects representative of their present interests. The student may also make a self portrait or collage using objects reflecting their interest.
Examples: Interest in
Mechanics--wheels for eyes

Botany--seed portrait

Sewing--button, spool, thread

2. Learning activity: Are We Alike?

a. Duration of time: one session

b. Materials: 3 x 5 cards or paper

c. Description:
Give each student four file cards to cut in half so each student has eight cards (or cut paper so each student has eight pieces of equal size).

Discuss values, those things that are most important to you and that you like the best. List eight of the class's most important values on the board. Have students write values on cards (one value from board on one card, eight values--eight cards). Have students stack cards in order of importance (most important on top).

Compare ranking with a partner. Does your value arrangement look like that of your partner's? What did you find out about yourself and your partner?

Value examples:

making money
being a leader
honesty
getting good grades
nice clothes
family
friends
solo activities
time
looking like friends (not being conspicuous)

Why are your values different from your friend's values?

3. Learning activity: Namenicks.

a. Duration of time: one session

b. Materials: included

c. Description: Have student fill in the missing letters

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B. Learning Objective: Examine several decision-making situations and state how the beliefs of the participants affected the decision. Learning Activity: Questionnaire

Ask someone your own age or older about an important decision he/she had to make. Ask the following questions and, if you wish, add some of your own.

1. What was one very important decision you had to make?

2. What was easy about the decision?

3. What was difficult about the decision?

4. What were some of the different ways you could have solved the problem or made the decision?

5. Which way did you finally decide? Why didn't you choose another way?

6. What did you learn about decision-making from this activity?

How Do These Activities Work For The Gifted?

PLEASE NOTE that Kids Belong and Grown-ups Belong are designed to encourage the flow of unique ideas. For example, Grown-ups Belong, with its emphasis on symbols, encourages symbolic manipulation, an interest of the gifted. Who Am I?, with its emphasis on role-playing, is designed not only to promote original responses but an appreciative audience as well. Communications Come Alive also works on a nurturing environment by generating many and different ideas, and encouraging original speculation. Who Needs Words encourages an original approach to symbol invention, and, in this respect, fits in with one of the strengths of the gifted. Keep the Faith is a fairly complex activity designed to promote speculation and should appeal to the gifted.

Me, Myself and I generates ideational fluency through the listing of ideas. The activity calls for risk-taking, speculation on open-ended ideas and evaluation --all of which the gifted find intriguing. Are We Alike asks for rank ordering of values and, therefore, deals with the process of evaluation. The comparison of values also involves a certain amount of risk. Namenicks involves students in ideational fluency--students have to come up with reasonable labels and descriptions of themselves based on letters in their names. This activity also constitutes a puzzle and therefore involves problem-solving. Finally, the questionnaire called ? involves a direct analysis of the decision-making process, an enterprise which ought to prove absorbing to all children, gifted and "normal."

III. GRADES 7-8

In the seventh and eighth grades, the themes of social studies continue emphasis upon human geographic, political, social, and economic institutions. The topics through which these themes are developed include seventh grade global studies with special emphasis upon the Middle East, Africa, Asia, and the Soviet Union. In eighth grade American History, the themes are realized through emphasis on the 19th Century. Positive attitudes that should be emphasized are those which reflect a multi-ethnic and interdependent American society. Skills to be developed are those concerned with information processing and valuing.

Following are illustrations of activities that are consistent with the characteristics of gifted, and with the themes, topics, skills, and attitudes just enumerated.

7th GRADE GLOBAL STUDIES

GOAL: Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment: past, present, and future.

A. Learning Objective: Recognize geographic concepts (location, habitat, etc.) and/or historical concepts (conflict, change, etc.): relate these concepts to selected content examples.

1. Learning activity: Dateline, The World

a. Duration of time: open

b. Materials: world map on bulletin board
paper tags
felt tip pen
tacks

c. Description:
This activity may help students explore the concept of place and relative location.

(1) Students are assigned to cut out newspaper and/or magazine articles with datelines from around the world.

(2) A large world map is placed on the bulletin board.

(3) Students are to discuss briefly their articles and then identify the dateline by writing it on a paper tag and tacking it to its proper location on the world map.

(4) At the end of the lesson all places should be listed in the students' notebooks and categorized according to continents.

(5) This list of places may then be translated into latitude and longitude worksheets; first by categorizing them according to quadrant, and then by zeroing in on exact measurement.

2. Learning activity: The Shrinking World

a. Duration of time: open

b. Materials: "TWA Announces the Atlantic River"

c. Description:
Introduce the lesson by having students study the TWA advertisement. Have them attempt to link the ad to the question, "Why World Studies?"

The lesson of the "shrinking world" can be further developed by measuring distances in terms of time instead of space. Assume you can:

-walk three miles in an hour.
-travel by ship 20 miles in an hour.
-travel by car 50 miles in an hour.
-travel by plane 500 miles in an hour.

The distance from Washington, D.C. to New York City is about 200 miles. State how far it is from Washington to New York in hours:
-on foot
-by car
-by plane

The distance from New York City to London, England is about 3,475 miles. State how far it is from New York to London in hours:

-by ship
-by plane

There is no place on earth more than 12,500 miles from any other place. Assume that you are traveling by plane and rephrase the above statement in terms of hours. (At 500 miles per hour, no place on earth is more than 25 hours from any other place.)

Prepare an itinerary for a trip to a foreign country. Contact a travel agent for information. Plan sites to see, travel time, and expenses.

B. Learning Objective: Generalize about the development, expansion, and/or decline of selected cultures in terms of their patterns of development; consider such factors as geographic features, population growth and density, and energy resources in formulating the generalization(s).

1. Learning activity: <u>The Roman Empire is Finished</u>

a. Duration of time: open

b. Materials: tape recorder (optional)
video tape (optional)

c. Description:
"Bulletin! The Roman Empire Is Finished!" Good day, friends. This is your roving reporter, (name), at station (name). Authoritative sources have confirmed that the Roman Empire is finished. Here with an on-the-scene interview of Romans in the street is (name).

"Tell me sir/madam, why do you think Rome fell?"

Have students investigate the decline of the Roman Empire and complete this radio or TV program. Their presentation may take the form of a skit, tape recording, or video tape.

(Variation: Roman survivor has been found. Conduct interview with survivor regarding decline of Roman Empire.)

2. Learning activity: Mythlandia

a. Duration of time: open

b. Materials: "Mythlandia" description (attached)

c. Description:
The following information in the form of answers to geographic questions deals with a mythical country, Mythlandia. Your job will be to try to determine as much as possible the way of life (culture) of this mythical country. You are encouraged to speculate, but you should be able to defend any conclusion which you make on the basis of the evidence provided.

Suggested topics for investigation include family patterns, technology, language, recreation, government, education, philosophy, history, etc.

MYTHLANDIA

I. What is the region like?

A. What is its topography?
Bounded by water on one side. Largely a plains area with some rolling hills. Several navigable rivers.

B. What is the climate? Largely temperate. Warm summers and cool winters. Four definite seasons. Forty inches of rainfall per year.

C. How big is it? About 1½ times the size of New York State. Contains about 23 million people. Population density is about 387 per square mile.

D. What physical changes are taking place? Less and less land is devoted to agriculture. A major river is developing a large delta at its mouth.

II. What effect does the nature of the region have on the way people live?

A. How do they make a living?
Labor force = 7 million
42% in industry
23% in ship building, transportation and trade
18% in public services
7% in agriculture
5% in mining
5% in other fields
Unemployment - 25,000 or 3.4%

B. What kind of shelter and clothing do they use?

Wooden frame and brick houses. A variety of European and American style clothing.

C. What changes and adaptations have been made in relation to the nature of this region? Utilized river water for power. Mined much of the iron, coal and other minerals. Widened and deepened harbor areas.

III. Why do people in this region live where they do?

A. Where are the population centers?
Along the coast and at the mouths of the rivers.

B. Are there any patterns of population movement?
Gradual trend from the countryside to urban areas.

C. What are the changes in size of the population?

Steady growth.
1960: 18,500,000
1963: 20,700,000
1966: 23,000,000
Life span = 71.2 years

3. Learning activity: Traditional Political Instability in Latin America

a. Duration of time: open

b. Materials: none

c. Description:
Plan an informal debate on this topic: The conditions that often enable a military junta to overthrow a Latin American government by coup d'etat or revolution are being eliminated slowly today. Among the reasons that might be discussed are the following: illiteracy, inadequate transportation facilities, large plantations and absentee landownership, little colonial experience in self-government, dominant position of the military group, one-product economies, lack of a middle class, instability and inflated currency, debts owed to the United States and European countries, and lack of local political experience because of control by the central government. Adequate treatment of this topic will require considerable reading in recent books, current periodicals and newspapers.

C. Learning Objective: Recognize that cultural universals (i.e., shelter, food, socialization, family organization, law) take different forms in various cultures and change with time.

1. Learning activity: Words of Wisdom

a. Duration of time: one or two sessions

b. Materials: "African Proverbs"

c. Description:
Peoples around the world often express accepted "words of wisdom" in the form of proverbs or short sayings.

After examining the African proverbs:

(1) Identify those which are exactly like American proverbs or sayings and attempt to explain this likeness.

(2) Where a proverb can be made to be like an American proverb or saying simply by changing a descriptive word or two, but not the idea, change the word(s) and attempt to explain why Africans and Americans might use different wording.

(3) Identify those proverbs which are different from American proverbs or sayings and attempt to explain this difference.

(4) Rewrite some of the proverbs from the point of view of a Chinese or an Indian person.

AFRICAN PROVERBS

(Compiled by Leslau and Leslau,
Peter Pauper Press)

ASHANTI: One falsehood spoils a thousand truths.

The ruin of a nation begins in the homes of its people.

When you follow the path of your father you learn to walk like him.

CAMEROON: She is like a road - pretty, but crooked.

Rain does not fall on one roof alone.

CONGO: The teeth are smiling, but is the heart?

You do not teach the paths of the forest to an old gorilla.

No matter how long the night, the day is sure to come.

ETHIOPIA: One who recovers from a sickness forgets about God.

When spider webs unite, they can tie up a lion.

Where there is no shame, there is no honor.

ETHIOPIA
* GALLA: What one hopes for is always better than what one has.

GHANA: If there were no elephant in the jungle, the buffalo would be the great animal.

GUINEA: One camel does not make fun of the other camel's hump.

KENYA: He who is unable to dance says that the yard is stony.

How Do These Activities Work With The Gifted?

While Dateline, The World deals with a conventional activity, that is, longitude, latitude, location, etc., it is possible to extend it to the gifted. Most children will locate articles with datelines in London, Moscow, Paris, and well-known world capitals; whereas gifted students will probably look for news articles from Lagos, Beersheba, Seychelles, Alam Ata, and other more obscure places. The mathematics involved in The Shrinking World is fairly straight forward, as is the intent. However, we can expect gifted children to bring some originality to the activity by extrapolating and speculating about the distance-time ratio. The Roman Empire is Finished, while dealing with a conventional topic--the decline and fall of Rome lends itself to complexity, analysis, comparison and speculation; for gifted children will not only deal with causes, they are likely to want to talk about the philosophical meaning of "cause." Mythlandia involves the making of inferences and asks students to speculate, use evidence, defend conclusions and employ other abstract thought processes that are congenial to gifted students. Traditional Political Instability in Latin America is another activity which deals with an inherently complex problem. The activity requires the use of evidence and the analysis of categories of meaning, requires reading of current periodicals and other texts, and therefore makes use of the gifted child's larger fund of information. Finally, Words of Wisdom engages not only the gifted child but all children's curiosity. This remarkable activity involves the comparison of proverbs. Beginning with African proverbs, students are encouraged to identify similar proverbs from other cultures and to speculate on the cultural reasons for the similarity. The possibilities of this activity--with its emphasis on analysis, cultural puzzles and open-ended speculation--are literally infinite.

8th GRADE AMERICAN HISTORY

GOAL: Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment: past, present, and future.

A. Learning Objective: Identify the causes and effects of the Civil War.

1. Learning activity: I Urge You...

   a. Duration of time: one or two sessions

   b. Materials: blank Western Union telegrams (or facsimilies)

   c. Description
      (1) Hand out telegram forms to the class.

      (2) Instruct the students to select some individual from the Civil War era and write a telegram to that person which begins: I URGE YOU TO...

          Example: The student could urge Abraham Lincoln to declare all slaves free.

      (3) After writing telegrams, have students read them aloud.

      (4) Telegrams could be used for a bulletin board display.

2. Learning activity: What's in a Name?

   a. Duration of time: one or two sessions

   b. Materials: paper and pencil, list of titles for the Civil War (see below)

   c. Description:
      (1) Make the following list of titles given to the Civil War available to the students (use ditto sheets, transparency or chalk board).

          (a) The Second American Revolution
          (b) Mr. Lincoln's War
          (c) The Brother's War
          (d) The Great Rebellion
          (e) The War for Southern Independence
          (f) The War for States' Rights
          (g) The Lost Cause
          (h) The Yankee Invasion
          (i) (Any others you may wish to add)

(2) Ask the students to list two or three reasons why each of the above titles was given to the Civil War.

(3) Follow up activity could be done with a class discussion or a chalkboard summary.

B. Learning Objective: Examine the status of blacks prior to and during the Civil War, and compare and contrast the status and role of blacks prior to, during, and after Reconstruction.

1. Learning activity: "Jim Crow and You"

a. Duration of time: one or two sessions

b. Materials: selections on Jim Crow laws, a student-made list of daily activities

Suggested readings:

The Reign of Jim Crow (AEP)

Impact of Our Past (McGraw Hill)

Promise of America (Vol. 2, Scott Foresman)

c. Description:
(1) Ask students to compile a list of activities they might experience during a typical day. (Example: riding a bus to school, buying lunch in the cafeteria.)

(2) After reading about Jim Crow laws, ask students to review their list and identify in some way those activities that would have been affected if the same Jim Crow laws applied to them today.

(3) A reaction discussion on the students' feelings about Jim Crow laws could follow.

(4) A coordinated activity could include posters, pictures, written articles, etc., on Jim Crow laws and segregation.

2. Learning Activity: What Is Africa?

a. Duration of time: one session

b. Materials: photographs of Africa, maps of Africa, topographical and cultural source material on Africa

c. Description:
(1) Ask the students to write five words that they think best describe their impression of what Africa is like.

(2) Write the student responses on the chalkboard and categorize them.

(3) Display pictures of Africa and use the maps to determine the accuracy of the students' impressions.

(4) A follow-up discussion could deal with reasons why so many misconceptions about Africa exist even today.

3. Learning activity: An Inch in Time

a. Duration of time: three or four sessions

b. Materials: sources on major legislation affecting blacks, large piece of butcher paper for timeline

c. Description:
(1) Furnish the students with the important legislation that has affected blacks.

(2) Have students research the origin and meaning of the various legislation.

(3) Ask students to illustrate the legislation which can later be placed on a large timeline located conspicuously in the learning area.

(4) Select the best ideas or illustrations to be drawn on the timeline or cut out and pasted.

(5) After completion of the timeline, discuss with the students the impact of the legislation.

(6) Have students draw conclusions.

4. Learning activity: Jobs Available

a. Duration of time: one to three sessions

b. Materials: magazine pictures of people at their jobs or positions

c. Description:
(1) Collect, or have students collect, over a period of time magazine pictures that illustrate jobs or positions.

(2) Mount or post pictures for students to work with.

(3) Have students determine at what point in time they think the occupations or positions would have been available to blacks. (Examples of pictures: policeman, doctor, butler, porter, congressman)

(4) Follow up activity by having students re-examine pictures to see what jobs are easily or readily accessible to blacks today and/or which ones are held predominately by blacks.

C. Learning Objective: Using the "salad bowl" and "melting pot" theories, choose the one which most accurately describes American society and justify your choice.

1. Learning activity: I Am An American

a. Duration of time: one or two sessions

b. Materials: none

c. Description:

(1) Brainstorm with the students on the topic of "I Am An American" discussing what ideas, symbols, etc., are a representation of an "American."

(2) Following the brainstorming session assign each student to use some medium of expression to present his/her personal idea of what an "American" is. Some possibilities:

(a) poem
(b) song
(c) sketch
(d) essay
(e) drawings
(f) pictures
(g) biographical sketch
(h) letters

(3) Provide an opportunity for the students to share their ideas.

(4) A follow-up discussion could focus on whether or not there are certain general characteristics which the class agrees on.

2. Learning activity: "Who, Where, Was, When, I?"

a. Duration of time: one or two sessions

b. Materials: list of names of immigrants

c. Description:
(1) Provide the students with a list of the original names of several famous people who have changed their names.

(2) Ask the students to identify who these people are and, if possible, complete the following in chart form:

WHO	WHERE	WAS	WHEN
New Name Occupation	Where they or their family came from	Original name	When did they or their family come to the U.S.?

Examples:
Samuel Goldfish - New name - Sam Goldwyn
Steve Marciszewski - New name - Ed Muskie
Theodore Anagnostopoulos - New name - Spiro Agnew
Cornelius McGillicutty - New name - Connie Mack

D. Learning Objective: Discuss causes and possible solutions to the major problems facing America in the 1980's.

1. Learning activity: Poll, Poll

a. Duration of time: open

b. Materials: none

c. Description:
(1) Survey your community for examples of pollution and rubbish accumulation.

(2) Record your findings in some manner (photos, slides, tapes of noise):

(a) the exact location of the pollution

(b) its nature and extent.

(3) Make a presentation to your classmates

(4) Set up a school display

and/or

(5) Contact local officials.

(6) Determine what local agencies are responsible for the environment and what action they are taking.

(7) Conduct a clean-up environmental education campaign in your school or community.

How Do These Activities Work With The Gifted?

I Urge You will involve gifted children in some risk-taking and unusual circumstances. While normal children will say "I urge Abraham Lincoln to free the slaves," one can reasonably expect gifted children to urge the appointment of Grant--a general with a superior sense of economic warfare--as General of the Army of the Potomac in 1861. The use of conventional categories in What's In A Name is a standard teaching strategy, but one can expect bright children to invent justifications for categories that are likely to go well beyond the conventional response. One can hardly predict what gifted children will do with Jim Crow and You which asks for a contemporary application of segregation laws. At the very least, gifted students will go beyond expressing feelings and deal with some of the complex reasons for racism, discrimination, bigotry, etc.; some will want to compare our experience with that of South Africa.

It is quite possible that bright students, who tend to be better informed and possess a larger fund of general information, will not fall into the traps that average students will. That is, they are likely not to share all of the stereotypes and misperceptions of Africa that will be elicited in What Is Africa? In any event, the built-in puzzles and the complexity involved in demystifying Africa should prove attractive to everyone. Almost the same processes are involved in An Inch In Time, which asks students to delve into the social origins of anti-black, post-Civil War legislation. Bright students will enjoy the complexity of distinguishing between authentic and accurate historical interpretation and "folk wisdom." I Am An American not only involves a great many techniques, it also requires the production of unique ideas and involves the gifted in synthesizing and sharing their knowledge. Who, Where, Was, When, I begins with a conventional notion: immigrants tend to change their names to sound more "American." However, the gifted will enjoy researching, discussing and analyzing the reasons for the Anglicization of "foreign" names. The inherent cultural puzzles here ought to be truly absorbing. Poll, Poll should appeal to the entire class. The gifted will not only enjoy all of the different activities--interviewing, setting up displays, presenting reports, etc.--they will also enjoy devising novel solutions to complex social problems.

IV. GRADES 9-12

The central theme of the course offerings in grades 9-12 is human processes. This theme is subdivided into the study of human culture and institutions. This is further accomplished through such topics as U.S. history, U.S. government, African studies, anthropology, Asian studies, citizenship, current problems, early world civilizations, economics, ethnic studies, introduction to social science, Latin American studies, modern world civilizations, psychology, sociology, urban studies, values and issues, western civilization and world geography. The attitudes to be emphasized throughout these topics include appreciation for man, human achievement and culture. Skills to be developed throughout this phase of the social studies curriculum--as a continuation of the same skills that have been presumably emphasized in earlier grades--are information processing and valuing. The following are illustrations of activities that are consistent with the characteristics of the gifted, with a nurturing environment, and with the themes, topics, skills and attitudes noted.

GOAL: Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

A. Learning Objective: Explain and evaluate how resources are allocated and utilized in selected societies.

1. Learning Activity: Resources and Priorities

a. Duration of time: one or two sessions

b. Materials: "Report on Tambovia" (attached)

c. Description:
A simple chart can be used when trying to make comparisons between two societies and their respective utilization of natural resources.

	RESOURCES	HOW ALLOCATED
NATURAL	Land Minerals	_____ _____
HUMAN	_____	_____
CAPITAL	_____	_____

One might use this chart to record data collected from other charts, diagrams, maps, almanacs, geography books, etc.

After completing the chart, discuss the basic problems and needs of the individual society under study (such as Tambovia).

(1) Is the country utilizing its resources effectively?

(2) Does the country have adequate supplies of resources, skilled laborers, natural mineral wealth and the financial backing to industrialize?

(3) What system or priority seems to exist in this country when the resources allocation and utilization question arises? Does this cause any roadblocks to the development of this country?

REPORT ON TAMBOVIA

The following report was issued to advisors of the Tambovian government. It is based on a United Nations survey.

As a result of investigations it was found that the population of Tambovia is 75 percent rural and 25 percent urban. The new regime seems to be popular, especially among the rural population, but Tambovian peasants are not known for loyalties to governments which tax them heavily but offer little assistance (as has been true in the past). Popular support could change depending on the record of the new government. With progress in communication facilities in the past ten years, some ideas of change have entered the villages, except in the northwest where tribal chieftains are still much in control.

The most serious problems are found among the peasantry. Tambovia is still largely an agricultural country, and its largest industry is the canning of food grown on large and efficient plantations in the northeast part of the country. The northeast is thus the most modern area of the country. The plantations are connected by modern roads and use large, very expensive, machines. In addition, food is processed in modern canning factories. However, the plantation workers are suffering from extreme poverty; they own no land, resent the plantation owners, and are poorly motivated to work.

Much of the remainder of the country is in large wheat farms owned by wealthy landlords. The tenants are very poor and unproductive. Virtually all people outside the cities are illiterate. Local bandits are a serious problem in the countryside.

There is a small but loyal and well-equipped army. There is a good civil service in the cities, but the educated officials do not want to work in the villages.

There is a serious cholera epidemic in the northwest among tribes who refuse to be inoculated.

-What programs should be started? Which should be done first?
-What obstacles are likely to appear? How might you deal with them?

B. Learning Objective: Analyze and evaluate the origin and impact of industrialism and urbanism on 20th century emerging nations.

1. Learning activity: Global Independence

a. Duration of time: one session

b. Materials: none

c. Description: Pupils may review their study of regions of the world to recall examples of economic interdependence. Ask each pupil to volunteer one or two examples. A master list may be compiled from the contributions of class members. From an examination of the list and from previous study, have pupils answer these questions:

-Are there any completely self-sufficient groups of people in the world today?

If so, who and where are they?

-Is this statement true or false? "The higher the standard of living in a community, the greater its economic dependence upon other communities."

-Are there countries in the world which could keep at least a subsistence level of living if all foreign contacts were cut off? Explain.

-What countries would approach a starvation level within a few days if all foreign contacts were cut off?

-How would a day in the life of a pupil in the class be different if there had been no United States foreign trade for the past ten years?

GOAL: Develop an understanding and appreciation of beliefs, values and behavior patterns.

A. Learning Objective: Identify the ideas, characteristics and values of important people and/or cultures; evaluate the effect of these ideas on our lives.

1. Learning activity: <u>The Thinking Person's "It"</u>

a. Duration of time: one session

b. Materials: none

c. Description: One student is selected to be "It" and thinks of a famous person, dead or alive. Adolph Hitler will be used as an illustrative example. "It" does not reveal this person's identity but does announce to the other members of the group that "I am thinking of someone whose last name begins with an 'H'."

Other group members then take turns asking questions of "It" about people they think

of whose last names begin with 'H'. For example, "Did you use a unique method of transportation to invade Rome?" The proper reply for "It" to make is "No, I am not thinking of Hannibal."

If a group member can stump "It" (if "It" doesn't know that Hannibal invaded Rome), that group member is allowed to ask one direct yes-no question about the person "It" is thinking about. For example, "Is the person you are thinking of a man?" "It" should reply, "Yes."

Play proceeds until a member of the group is able to figure out who the mystery person is. At this point the group member might ask "It" if the person he/she is thinking of was the dictator of Germany during World War II. "It" must reply, "Yes, I am thinking of Adolph Hitler."

The group member guessing the mystery identity becomes "It" for the next round of play.

2. Learning activity: Guess Who's Coming to Dinner

   a. Duration of time: one session

   b. Materials: none

   c. Description:
   If you could invite anyone who ever lived to your house for dinner, who would it be? Why? Make up three questions that you would like to ask this person. Role play the discussion.

3. Learning activity: People Watching

   a. Duration of time: one session

   b. Materials: slides or pictures of different people from many periods of history and from different countries.

   c. Description:
   DIRECTIONS: The following slides are of different people from many different periods of history and from different countries. As you view each slide, you should try to answer the following questions:

(1) What kind of person(s) is shown? How important is (or are) the person(s)? How do you know?

(2) To what society did the person belong? When do you think he/she lived? Why was his/her picture painted or photographed?

(3) What kind of leader is shown in each picture? How do you think the person's leadership was established? What additional information, if any, do you need to make sure that you are correct?

(4) What clues (i.e., pose, dress, the presence of or the lack of other persons in the group, symbols, and insignia) can you find in the picture to support your ideas about the leader?

(5) How do the different people pictured compare with each other? Which ones are most alike? Why? Which ones differ most? Support your answers. Could the pictures be grouped or classified in some way? If so, how and by what standards?

How Do These Activities Work For The Gifted?

As is true throughout all activities in this manual, provision is made for the range of intellectual abilities found in most classrooms. While Resources and Priorities is suitable for most students, the emphasis upon open-ended speculation and evaluation make this especially adaptable to the gifted. Having to make judgments about the hypothetical state of Tambovia should create a number of problems that are intellectually complex and will, therefore, probably appeal to the gifted. Similarly, Global Interdependence appeals to the gifted student's synthesizing ability and his aptitude for speculative, divergent thinking. The Thinking Person's "It" attempts to generate puzzles and mysteries, and also allows the gifted child to use his broad fund of information--derived from extensive reading of biographies and autobiographies.

Guess Who's Coming to Dinner, although simple and brief, opens up for class evaluation a comparison of values requiring support for value statements and other complex evaluative intellectual activities. Finally, People Watching includes a wide range of processes--from simple identification and recall ("To what society did the person belong?"), through analysis ("How do the different people pictured compare with each other?"), to open-ended speculation ("What additional information, if any, do you need to make sure that you are correct?").

PROBLEMS OF DEMOCRACY OR CONTEMPORARY ISSUES

GOAL: Develop an understanding and appreciation of beliefs, values and behavior patterns.

A. Learning Objective: Use a valuing process to examine a historical or contemporary issue.

1. Learning activity: Value Conflicts

a. Duration of time: open

b. Materials: none

c. Description: Often two or more values come into conflict. For example, belief in freedom of speech and belief in nonviolence could conflict if a person's speech is believed clearly to be an incitement to riot with violence as a clear and present danger. In exploring such a value conflict, students might use the following process:

(1) Define the value terms involved and their essential characteristics (freedom of speech, nonviolence).

(2) Identify and state alternatives or options open to key figure(s) in the situation.

(3) Predict consequences that could happen to key figure(s) depending on course of action he/she follows. Provide evidence for prediction.

(4) Evaluate consequences that might result if the policy in question is followed. Evaluate consequences in light of specified criteria (Would consequences be desirable? Why?).

(5) Justify the criteria.

(6) Identify a similar situation in which student was involved and what happened.

(7) State what else could have been done in the situation.

Any value conflict may be used: Concorde landing, environmentalists vs government, Angolan intervention, etc.

2. Learning activity: Bumper Stickers and What You Believe

a. Duration of time: one or two sessions

b. Materials: none

c. Description:
(1) Ask students to write down what they read on bumper stickers and bring this list to class.

(2) Write down the sayings on the board.

(3) Discuss the possible values expressed on bumper stickers.

Teacher Note: Particularly effective during a political campaign in teaching political theory and issues.

3. Learning activity: Identifying Current American Values

a. Duration of time: one or two sessions

b. Materials: newspapers

c. Description:
(1) Students bring current newspaper and magazine headlines and periodicals to class.

(2) What would you say America valued based on these headlines? (Fill in a chart with VALUES and EVIDENCE IN SOURCE as column heads. Students could then compare their responses.)

B. Learning Objective: Create a model illustrating how a religious ideology might develop within a newly emerging society: for example: in the colonization of a distant planet by inhabitants of different worlds.

1. Learning activity: How Religions Develop

a. Duration of time: open

b. Materials: none

c. Description:
STEP 1. Working alone or with classmates, make a list describing as many facets of various religions as you can think of (During brainstorming sessions all ideas are accepted.).

For example:
The concept of man as basically good - or bad

The concept of a single God or many gods

The use of symbolic representations (i.e. magical significance of numbers)

The use of special buildings or places of worship

The respective roles of men, women and/or children within the religious setting

The role of music, fire (i.e. candles), water (i.e. baptism), art (i.e. images), color (i.e. black - funerals; white - weddings)

The concept of reward - or punishment

The concept of life after death

(Add more of your own.)

STEP 2. Select from this list those things which you feel would be most apt to meet the needs of the newly developing society.

STEP 3. Draw a symbol which would convey the central theme of ideology of the evolving religion. See if others can interpret the purpose and characteristics of the depicted religion by studying the symbol.

STEP 4. Compare the projected religious development to the present religious structures or practices. What differences were forecasted? What similarities remain? What might be the effect of ideologies such as Communism, Fascism or Democracy on the religious beliefs and practices which were forcasted?

How Do These Activities Work For The Gifted?

The clash of values built into Value Conflicts appeals to all children and especially to gifted students, for this activity requires extrapolation, justification of a policy, selection of criteria and other complex intellectual activities. Bumper Stickers and What You Believe, although suitable for an average child, give a bright child the chance to go beyond simply listing

and identifying; he/she will find these activities absorbing because they enable him/her to draw upon a larger fund of information (in this case information about the culture), and because they encourage value analysis. A similar statement could be made of Identifying Current American Values, for this activity--which requires little more than current newspapers and magazines--asks for speculation and reflection on underlying values. It provides a complex kind of value issue and is therefore likely to be absorbing. Finally, How Religions Develop appeals to the gifted child's capacity to analyze the development of religions.

AMERICAN HISTORY - 11th GRADE

GOAL: Develop a knowledge base for understanding the everchanging relationship between human beings and their environment: past, present and future.

A. Learning Objective: Identify the effect that several technological developments have had on America in the 19th and 20th centuries.

1. Learning activity: Rube Goldberg

a. Duration of time: five sessions

b. Materials: wires, pipes, wood, and miscellaneous materials

c. Description:
(1) The basic part of the activity is to construct in some part of the room or area a "contraption" which is either:

(a) functional

(b) non-functional

(c) functional in a whimsical way.

(2) An alternative approach would be to have the teacher quietly add new things to the "contraption" from time to time. Questions from students should be fended off until completion of the contraption.

(3) After completion, ask students to submit explanations on 3 x 5 cards.

(4) A contest could be held for the most amusing or creative explanations.

(5) The above can be done using a student or students as the builder, or have any or all members of the class add to the creation at will. It might be entitled "Ongoing Monument to American Technology."

(6) Papers on its meaning could be suggested as writing exercises.

2. Learning activity: "Tech Addict"

a. Duration of time: one session

b. Materials: log form ditto

c. Description:
(1) Distribute log forms to students and ask them to list all the technological devices which they used in the last 24 hours.

(2) Rank order these items in terms of personal necessity.

(3) Optional - Ask the students to deprive themselves of as many technological devices as they can for a 24-hour period. After they have done this they could express either orally or in written form their reactions and feelings.

(4) Ask the students to hypothesize about the dependency of 20th Century man on technology.

B. Learning Objective: Analyze and evaluate important migration movements in which Americans have been involved (colonial settlement, immigration, slave importation, western expansion, urbanization): relate causes and effects to the American character and society.

1. Learning activity: Handlin - Lazarus

a. Duration of time: one session

b. Materials: none

c. Description:
Consider the following quotes: "Once I thought to write a history of the immigrants of America. Then I discovered that the immigrants were American history."

--Oscar Handlin

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tost to me:
I lift my lamp beside the golden door. . ."
--Emma Lazarus

(1) Do you think Handlin's statement is accurate? Explain.

(2) Suppose you were an immigrant on your way to the United States in the year 1890, what would the poem by Lazarus mean to you? Explain.

(3) What developments in the United States would have attracted immigrants in the late 19th and early 20th centuries?

C. Learning Objective: Develop criteria for dividing the history of the United States into major eras, arrange them in chronological order, support their distribution into eras with facts.

1. Learning activity: America's Time Line

a. Duration of time: one session

b. Materials: historical hypothesis (attached)

c. Description:
Provide each student with the following historical hypothesis on the rise and fall of nations. This might be an individual or group assignment. According to some historical authorities the following historical hypothesis characterizes the rise and fall of nations. The average life of the world's great civilizations has been 200 years. These nations progressed through this sequence:

From bondage to spiritual faith...
From spiritual faith to great courage...
From courage to liberty...
From liberty to abundance...
From abundance to selfishness...
From selfishness to complacency...
From complacency to apathy...
From apathy to dependency...
From dependency, again in bondage.

The United States was 200 years old in 1976. Students should attempt to match these descriptions with specific time periods or events in American history.

Students might be interested in assessing the validity of the above hypothesis and historical generalization held by some historical authorities. To what extent do students feel the above sequence accurately reflects America's history?

Students should attempt to match these descriptions with specific time periods or events in American history which they believe the author had in mind.

How Do These Activities Work For The Gifted?

Rube Goldberg probably contains more of the essential ingredients of an activity for the gifted than any other activity in this manual. The emphasis on creating and doing, upon devising whimsical functions, and upon generating alternative approaches to technological use make this activity almost ideal. Tech Addict also attempts to create a climate of creativity which is a good thing, not only for the gifted, but for all children. Note that Tech Addict involves that combination of speculation, elaborating ideas and evaluation which seems to appeal to gifted children. The same is true of Handlin-Lazarus: by combining an almost exaggerated historical judgment by historian Oscar Handlin with the famous poem by Emma Lazarus, students have the raw materials for a complex problem - one which should generate curiosity and arouse speculation. Finally, America's Time Line involves not only the familiar components of speculation, evaluation and utilization of a broad range of information, but also has a built-in puzzle. To understand, analyze and explain such terms as "bondage," "spiritual faith," "courage," "selfishness," etc., will elicit all of the intellectual capacities of any gifted child.

GOVERNMENT

GOAL: Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment: past, present, and future.

A. Learning Objective: Examine and evaluate the basic roles and functions of state and local governments (e.g., taxation, police power, courts, land use policies, etc.).

1. Learning activity: How A Bill Becomes A Law

Topic: How A Bill Becomes A Law

Grades: 11 and 12

Preparation: Several days before studying the topic of congressional legislation, the class is told that it will act as a mock United States government. The class is divided into a Senate, a House of Representatives and a Supreme Court.

A President and Vice-President are elected (or appointed). The House is asked to elect a Speaker. Several students may be asked to "lobby" for special interest groups, such as the American Legion, NEA, NAACP, etc. The assignment preceeding this lesson is to outline the steps required to pass legislation, and to define the terms "quorum," "veto," "filibuster," "pork-barrel," "lobby," "logrolling," "committee system," and "judicial review."

Motivation: The anticipation of the mock Congress should be sufficiently motivating.

Procedure: Class is broken up into the three branches of government, with the Speaker and the Vice-President taking their positions. In order to demonstrate certain practices, the teacher has prepared certain bills and has distributed them among the "members of Congress" to be introduced. Examples of such bills are:

#101: Women should be inducted into the armed forces on an equal basis with men.

#102: Ownership of firearms should be limited to members of law enforcement agencies.

#103: A new, large post office should be constructed in the neighborhood of the school.

Bill #101 can be used to demonstrate the committee system in Congress by having it referred to the House Armed Services Committee for action.

Bill #102 can demonstrate the process of questioning constitutionality. Upon its becoming a "law" it is challenged by a hunter who carries the case to the Supreme Court.

Bill #103 can be used to illustrate pork-barrel legislation. Logrolling may enter the picture. Lobbyists may be used to demonstrate their methods.

Summary: On the basis of what we have done today, how democratic is our lawmaking process?

2. Learning Activity: Are Our Principles Alive and Well?

   a. Duration of time: several sessions

   b. Materials: none

c. Description:
(1) Provide students with a theoretical statement to which most Americans subscribe, such as "All men are created equal," or "All people have an inalienable right to life."

(2) Have students brainstorm two lists of events, laws and actions which support and those which are contrary to each theoretical statement.

(3) Have students discuss the extent to which theory is put into practice and list circumstances of each which help or hinder the "theory to practice" idea.

How Do These Activities Work For The Gifted?

How A Bill Becomes A Law is a staple of all civics and government classes; however, there are a number of things which make this appropriate for the gifted. The role-playing appeals to their inventiveness. The topics (under Procedures) are sufficiently different to appeal to the gifted--e.g., Women should be inducted into the armed forces on an equal basis with men. The concluding summary question--How democratic is our law-making process?--involves a good deal of evaluation and synthesizing. Similarly, Are Our Principles Alive and Well? requires students to generate ideas (through brainstorming) and encourages elaboration on highly abstract theoretical statements. This activity, however, will appeal to the range of intellectual abilities in most classes.

SOCIOLOGY AND ECONOMICS

GOAL: Develop a knowledge base for understanding the everchanging relationship between human beings and their government: past, present and future.

A. Learning Objective: Define "status" and contrast it to the students' understanding of role.

1. Learning activity: Time's Effect on Role

a. Duration of time: one session

b. Materials: none

c. Description:
(1) Divide the class into groups.

(2) Using the status of "mother" each group will:

(a) Make a list identifying five ways an American mother's role is the same as in 1900.

(b) Make a list identifying five ways a mother's role is different today than in 1900.

(c) Demonstrate the above role change with role playing, drawing a picture, cartoons, or other method.

2. Learning activity: Who Am I Collage?

a. Duration of time: two or three sessions

b. Materials: newspapers, magazines and brown paper bags collected by students

c. Description:

(1) Have students bring in sufficient quantities of newspapers and/or brown bags so that each can cut out and paste together a life-sized outline of him/herself.

(2) Have students collect pictures from magazines and newspapers that illustrate:

(a) Status one presently occupies.

(b) Status one hopes to achieve in future.

(c) Status that express desires, hobbies and anything else important to him/her.

Students will then use the life-sized outline and collected pictures to make collages that represent themselves.

(3) The completed collages could then be used in a variety of ways:

(a) Have students write their names on the backs of collages to conceal identities. Then have students guess the identities of the collages. Individuals might be permitted to explain why they represented themselves as they did.

(b) Compare and contrast two or more collages to list same and different type of status represented.

(c) Use collages as a basis for writing creatively--short stories, poems, etc.

(d) Role play behavior from selected collages.

(e) Use collages as room decoration.

B. Learning Objective: Compare and contrast two societies' adaption to their environment.

1. Learning activity: A Baker's Dozen.

a. Duration of time: one session

b. Materials: none

c. Description:

(1) Discuss with students the relative importance and usefulness of the following electrical items:

Television	Radio
Refrigerator	Lamp
Clock	Stereo - record player
Toaster	Hair dryer
Washer	Razor
Dryer	Mixer
Vacuum	

(2) After discussion have students eliminate ten items, narrowing the list to the three most essential items. This can be a group consensus or done on an individual basis. If done individually, compare and contrast reasons for each other's lists.

(3) Have students write a brief paper answering:

(a) How their lives would be affected without the ten items they eliminated.

(b) How a primitive would have accomplished the tasks these same ten items were designated to do.

C. Learning Objective: Describe aspects of one's roles in the economic system (as producer, consumer, etc.).

1. Learning activity: The Business of Selling

a. Duration of time: one or two sessions

b. Materials: none

c. Description:

(1) Have students prepare a questionnaire which they will use in interviewing in the business of selling.

Possible questions might include:

(a) What is sold?

(b) Who buys the product(s)? Why?

(c) How intense is the competition?

(d) How is the product(s) advertised?

(2) Once the questionnaire has been completed and agreed upon, have students (individually) conduct interviews of people in the community to whom the questionnaire would apply.

(3) Have students report their findings to the class, comparing and contrasting various producers' and/or distributors' businesses and methods of doing business.

How Do These Activities Work For The Gifted?

The emphasis upon analysis and comparison in Time's Effect on Role, as well as its requirement for a broad fund of knowledge will appeal to the gifted. Similarly, role-playing, which provides an appreciative audience, creates the nurturing environment that seems to be so important. Who Am I Collage not only elicits a large number of ideas, but also places a premium on the originality and uniqueness of ideas. Baker's Dozen involves the same emphasis on the production of many ideas and on originality. Finally, The Business Of Selling involves synthesizing all elements of a system (i.e., the systematic processes involved in marketing surveys) and is therefore just the kind of complex problem that the gifted enjoy.

APPENDIX

Social Studies, A Guide For Curriculum Development

Grade Level	Course Topics	Characteristics of the Gifted	Character of a Nurturing Environment
K-3	Themselves Family School Neighborhood Community	General intellectual ability Specific academic aptitude	Climate of creativity Appreciative audience, either teacher or students Large number of ideas
4-6	State history U.S. history Canada Latin America Western Europe	Creative or productive thinking Leadership ability Visual and performing arts	More unique ideas Tendency toward ingenuity and originality
7-8	Area studies of world civilization, Middle East, Asia, Africa, U.S. History	Psychomotor activity	Puzzle solving, speculation and evalution
9-12	U.S. History U.S. Government and 18 other course offerings		

ANNOTATED BIBLIOGRAPHY

The Creativity Question. Edited by Albert Rothenberg and Carl R. Hausman. Durham, NC: Duke University Press, 1976.

This book is a compilation of authoritative positions on creativity and giftedness. It is particularly useful as a general reference work and features such authors as Freud, Maslow, Getzels, Guilford, Torrance, Skinner and Rogers.

Parnes, Sidney J., Noller, Ruth B., and Biondi, Angelo M. Guide to Creative Action. New York: Charles Scribner's Sons, 1976.

A very readable guide intended both as a reference work and as a source of instructional suggestions. Intended for all grade levels, the Guide contains a discussion on creative behavior, appropriate activities, and important contemporary references on methods and bibliography.

Torrence, E. Paul and Myers, R.E. Creative Learning and Teaching.

New York: Harper & Row, Publishers, 1970.

This book is directed to all teachers with emphasis on how the teacher can generate creativity. The teacher is to be a creative model who can create a stimulating environment through the types of questions asked and activities used.

Torrance, E. Paul. Encouraging Creativity in the Classroom. Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1970.

Though this book is aimed at "finding hidden talents among disadvantaged children and youth," it is addressed to all teachers and all students. Torrance is perhaps best known for his central theme: "All children and young people possess unrecognized and unawakened potentialities that will amount to little unless someone first recognizes and acknowledges them and then encourages their awakening."

Feldhusen, John F. and Treffinger, Donald J. Teaching Creative Thinking and Problem Solving. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1977.

The authors provide a very short, readable, teacher-oriented discussion on teaching children to think and methods of teaching creativity and problem solving. One chapter contains reviews of instructional materials and books for teaching these skills.

Torrance, E. Paul and Torrance, J. Jansy. Is Creativity Teachable? Fastback 20. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1973.

Is creativity teachable? Torrance says definitely "Yes." In this short, easy-to-read Phi Delta Kappa Fastback the authors arrive at a "yes" answer after having surveyed 142 experiments on whether creativity is teachable. "...the authors...describe in some detail a few of the teaching procedures used..."

Good, Paul and the editors of Time-Life Books. The Individual. Waltham, Mass: Little, Brown and Co., 1974.

The book treats the unique growth of individuals. Appropriate as an introduction to creativity, it uses pictures and illustrations, and the narrative is purposely kept free of jargon. Of special interest is Chapter 4 which explores in a simple but direct way "The Creative Urge" and "Steps in the Creative Process."

SOURCES FOR CREATIVE SOCIAL STUDIES MATERIALS

Creative Teaching Series. Boston: Allyn and Bacon, Inc.

The publisher has produced a series of eight books, each covering creativity in one subject area. One such book is Creative Teaching of the Social Studies in the Elementary School, designed primarily for elementary schools with emphasis upon methods, techniques and the use of various media. However, the book is not essentially on teaching methodology but rather on helping the teacher develop a nurturing environment.

Educational Insights Boxes. Carson, CA: Educational Insights, Inc.

The publisher offers five boxes of index cards for five different subject areas. The box most appropriate for social studies is Mind Expanders. The index cards in this box are particularly designed for gifted students with emphasis upon the individual student performing some skill, game or activity. These materials are intended for grades 1-6 and should be considered supplementary to the regular program.

FOCUS on Self-Development. Chicago: Science Research Associates, Inc.

The FOCUS program is intended for grades K-6 and includes filmstrips, stories, teacher's guide, and photo board. The FOCUS program is particularly appropriate

for elementary programs in Indiana with emphasis upon three stages of development: Awareness, for grades K-2, Responding, grades 2-4 and Involvement, grades 4-6. The materials propose a variety of experiences and are designed to be attractive to children with wide ranges of ability and socio-economic background.

Ideabooks. Lexington, MA: Ginn and Company

For those teachers who find Torrance an inspiration, the Ideabooks will be a practical application of his theory. There are five Ideabooks in the series for grade levels 1 through 8. Though all of the Ideabooks emphasize divergent and evaluative-type questions, the two series most appropriate for social studies are For Those Who Wonder for grades 3 and 4 and Invitation to Thinking and Doing for grades 5 and 6. The activities are inquiry-based with emphasis on analysis, synthesis, and evaluation.

Think-Ins. South El Monte, CA: Creative Teaching Press, Inc.

These materials, a series of 30 task cards, are particularly appropriate for those teachers who wish to deal with social problems. The task cards are designed for grades 4-12 with emphasis on the development of inquiry skills. Each task card represents a critical social problem that is intended to stimulate independent study and decision-making. The task cards could well be used in secondary school to help students identify appropriate projects.

PLEASE TELL US WHAT YOU THINK ABOUT "TEACHING SOCIAL STUDIES TO GIFTED AND TALENTED STUDENTS"

Your position: _____ teacher
_____ dept. head
_____ administrator
_____ parent
_____ other

Your grade level: _____

Subject(s) taught: _____

If possible, please answer these questions after you have used some activities with students. If this is not feasible, please answer based on your personal inspection of the materials.

1. What grade level activities are you evaluating? (check all that apply)
   _____ (1) Grades K-3
   _____ (2) Grades 4-6
   _____ (3) 7th Grade Global Studies
   _____ (4) 8th Grade American History
   _____ (5) 9-12 World History
   _____ (6) 9-12 American History
   _____ (7) 9-12 Government
   _____ (8) 9-12 Sociology and Economics

2. What is the basis for this evaluation? (check all that apply)
   _____ (1) using 4 or more activities
   _____ (2) using 1 to 3 activities
   _____ (3) personal inspection
   _____ (4) discussion with others who know the materials

3. Have you shared this publication with other educators? (check one)
   _____ (1) No
   _____ (2) Yes, with 1-4 others
   _____ (3) Yes, with 5-10 others
   _____ (4) Yes, with more than 10

Circle the number from 1 (Definitely No) to 7 (Definitely Yes) which best reflects your answer.

	DEFINITELY NO			NEUTRAL			DEFINITELY YES
4. Are these materials easy to understand and use?	1	2	3	4	5	6	7
5. Do these materials fit with the curriculum of your district?	1	2	3	4	5	6	7
6. Are you likely to make use of these materials in the future?	1	2	3	4	5	6	7
7. Are these materials appropriate for the abilities of your gifted students?	1	2	3	4	5	6	7
8. Are these materials interesting to gifted students?	1	2	3	4	5	6	7
9. Do these activities promote divergent thinking?	1	2	3	4	5	6	7
10. Do these activities develop higher order thinking skills?	1	2	3	4	5	6	7

What did you like best? _____

What did you like least? _____

What should be changed or added to make the document more useful to educators of the gifted? (use the back as needed)

_____

RETURN TO: Consultant for Gifted Education, Division of Curriculum, Department of Public Instruction, 229 State House, Indianapolis, IN 46204